

**COUN 5364 Theories of Counseling  
Spring, 2018**

*Course Number is a required course for M.Ed., and M.A*  
**College of Education  
Department of Counselor Education**

**Instructor:** Dr. Yvonne Garza-Chaves  
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**Course Format:** This didactic class may include lecture and PowerPoint presentations, narrative presentations, video presentations, whole class discussions, self-directed inquiries, and individual presentations. Blackboard may be utilized for turning in assignments. Evaluation may include professor assessments of: exam(s), group work, and presentation of the student's own developing theory of counseling, and participation. Self-directed reading is imperative.

**Day and time the class meets:** **Tuesdays 5:30-8:20pm**  
**Class location:** **TWC Room 253**

**Course Description:** A critical study and evaluation of the major theories of counseling with attention given to systematic ways of viewing the counseling process in the development of a working theory, and an understanding of human behavior. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

This class involves online activities, independent work and class time discussion. It is your responsibility to fully read and understand the syllabus requirements. Your work in this course consists of text & supplemental readings, assignments, and exam(s). You should adhere to the course syllabus for due dates and an understanding of the grading rubric. Any late work will result in a 20-point grade drop for that assignment, no exceptions.

**Textbooks & Required Reading:**

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed. Bundle).  
Boston, MA: Brooks/Cole.  
ISBN-13: 978-1305263727  
ISBN-10: 1305263723  
Student Manual ISBN: 978-1-305-66447-0 (optional)]

**Prerequisites/or/taken concurrently:**  
**COUN 5311 (or equivalent Counseling Program Orientation)**

**Course Objectives:**

- Become familiar with the major counseling theories
- Identify the basic assumptions of normal and abnormal development held by each theory
- Recognize the impact of theory on the selection of technique
- Understand the therapeutic process of each theory
- Become minimally competent with the application of the major counseling theories
- Compare and contrast these theories in terms of their contributions, limitations, and effectiveness in counseling diverse populations
- Become familiar with the major ethical issues within the counseling profession
- Formulate a personal theory of counseling

**Matrix:**

<b>2016 KEY PERFORMANCE INDICATOR (KPI):</b> Students will demonstrate the ability to apply counseling theory and technique as an effective counselor.			
The counselor, in the context of this training program, is a skilled professional who is able to:	Activities/ Assignments (including field-based activities)	Measurement	Standards Alignment
			CACREP 2009 (CA09) CACREP 2016 (CA16)
CA09) Understand counselor and consultant characteristics and behaviors that influence helping.	Discussion boards	Group Discussion	CA09: II.G. 1.b.
CA09) Student explored counseling theories that provided him/her with model to conceptualize client presentation and that helped in selection of appropriate counseling interventions. Student was exposed to models of counseling that are consistent with current professional research and practice in the field and began to develop a personal model of counseling.	Class exams	Exams	CA09: II.G. 5.d
CA09) Examining counseling theories that provide the student with consistent models to conceptualize client presentation & select appropriate counseling interventions.	Presentation with treatment plan.	Theory Presentation	CA09:II.G 5. a. and d.

CA09) Demonstrate effective application of theories, techniques and skill.	Individual or group assignment	Individual or group presentation	CA09: II.G. 5.d.
CA16) Understand theories and models of counseling.	Learning about the psyche and how change is addressed by each theory via readings and lectures	Midterm & Final (See Appendix D); Discussion, Readings & Stan Case Study	CACREP 2016 2.F.5.a.
Developmentally relevant counseling treatment or intervention plans.	Review of sample treatment plans using theoretical language and then practice via final presentation and treatment plan	Presentation of theory with treatment plan	CACREP 2016 2.F.5.h.
Development of measureable outcomes for clients.	Group discussion and group presentation	Group Presentation and Presentation of theory	CACREP 2016 2.F.5.i.
Evidence-based counseling strategies and techniques for prevention and intervention.	Understanding via readings and lecture. Assessment via midterm and final.	Midterm and Final	CACREP 2016 2.F.5.j.
Processes for aiding students in developing a personal model of counseling.	Practice via theory sorter. Continuous discussion.	Theory Sorter	CACREP 2016 2.F.5.n.

Web address for specialty organization standards: <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

**IDEA Objective: This item is an essential learning objectives selected for this course.**

Important Objectives:

- ✚ Gaining factual knowledge
- ✚ Learning to apply course content

Essential Objectives:

- ✚ #2 Learning fundamental principles, generalizations, or theories.

**COURSE REQUIREMENTS:**

Course Requirements: The Student will

- Complete assigned readings and be prepared to discuss pertinent course content through class discussion and small group activities.
- Complete exam(s)
- Complete a theoretically-based treatment plan
- Participate in conceptualizing clients on demonstration videos through each theoretical lens
- Participate in various experiential class activities
- Complete a Cognitive Distortion assessment of a song of your choosing
- Recommendation: Maintain a journal to help you formulate a personal theory for final theory presentation.

**ASSIGNMENTS AND GRADES:**

- Theory Sorter – 100 Points (participation grade)
- Class Participation – 100
  - *Participation in discussions at a graduate-level*
  - *Evidence of doing the readings (e.g. Cite your text or lectures whenever possible)*
  - *Participation in activities*
- Activity – Cognitive Song Contest – 100 Points
- Group Existential Assignment (100 points)
- Midterm Exam – 100 Points
- Individual Presentation – (200 points total)
- Total = 700

Final Grade is composed of total points:

- A = 635 – 700 Points   • B = 590 – 634 Points
- C = 535 – 589 Points   • F = Below 534 Points

**All Assignments (Exam(s) and Assignments are due Sunday at 11:59 pm of the end week we are studying.**

**ADDITIONAL GRADING INFO:**

The online site will be used as an instructional resource. Study materials are for your benefit. Please print out a copy of the syllabus for an explanation of assignments. Be aware that many supplemental readings are available for many of the chapters; it is your responsibility to access this material early on, in order to avoid last minute problems. Also you should become familiar

with the online website (use the “helpdesk” 936-294-1950 for technical support). It is your obligation to become familiar with this syllabus. I will not adjust your grade because you “didn’t know” about the structure of this course or didn’t understand the online system.

**EXAMINATIONS:** When online exam(s) are applicable; the online program will automatically stop when the examination time is over. Make sure you submit your exam on time. Because I re-use exams across semesters, **I do not give the answers to exam questions.**

**WRITING ASSIGNMENTS:** When online assignments are applicable, the assignments are meant to be brief summarizations not lengthy papers. Please write in well-developed sentences.

### **Expectations academic professionalism:**

The curricula for this course will (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences. It is your responsibility to become familiar with the items in this syllabus as well as changes made by the instructor.

There is an abundance of information to cover within a short time frame; consequently, I encourage you to create a study plan for staying ahead of the material and assignments. While I will bring in supportive information and/or expand on certain portions of the course material to supplement your learning, you should expect, as with most graduate-level coursework, that the extent of your learning will involve self-directed study.

## **SCHEDULE**

### **Tentative Outline of Course Meetings and Activities**

*(Please note that the title of this section includes the word “tentative.” As the title implies, the instructor may modify this schedule, by providing students with adequate notice of changes.)*

Due Date	Topic	Reading/Assignments Due/& Notes
Jan 23rd	Get Oriented – Developing a Personal Theory Adlerian Theory - Lecture <b>Theory sorter</b> <b>(graded assignment)</b>	<b><u>Reading:</u> Corey p. 09 Case of Stan</b> <b>Watch Corresponding Stan Video</b>  <b><u>Reading:</u> Corey Ch. 1-5</b> <b>Watch Corresponding Stan Video</b>
Jan 30th	Adlerian Practice	<b><u>Read Early Recollections Article-</u></b> <b><u>found on blackboard-prior to class</u></b>

Feb 6th	Existential Theory <b>Take notes on Amour/group assignments</b>	<b><u>Reading:</u> Corey Ch. 6</b> Watch Corresponding Stan Video
Feb 13th	Person-Centered	<b><u>Reading:</u> Corey Ch. 7</b> Journal Article titled – Person Centered Theory on blackboard Watch Corresponding Stan Video
Feb 20th	<b>Group Presentations on Existential Constructs (graded assignment)</b>	<b>Presentations Due</b>
Feb 27th	Gestalt	<b><u>Reading:</u> Corey Ch. 8</b> Watch Corresponding Stan Video
March 6th	<b>Midterm</b> <b>Online Exam - No Class</b>	<i>Exam over theories that focus on background and theories that focuses on emotions as primary helping agents in therapy.</i>
March 13 <sup>th</sup>	<b>Spring Break</b> <b>No-Class</b>	
March 20th	REBT	<i>Chapters 9 and 10</i>
March 27th	Reality Therapy Choice Theory	<i>Chapters 11</i>

<b>April 3rd</b>	<b>Cognitive Distortions Activity-Song Contest (graded assignment)</b>	<b>Cognitive Song Presentations - DUE</b>
<b>April 10th</b>	<b>Solution focused</b>	<b><i>Reading: Corey Ch. 13</i></b> <b><i>Watch Corresponding Stan Video</i></b>
<b>April 17th</b>	<b>Family Systems</b>	<b><i>Self-directed learning</i></b> <b><i>Reading: Corey Ch. 14</i></b>
<b>April 24th</b>	<b>Solution – Focused Theory</b> <b>Feminist - Theory</b>	<b>Reading: Corey Ch. 12</b>
<b>May 1st</b>	<b>Complete Individual Presentations (graded assignment)</b>	

## University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: for the purpose of academic learning related to class material is accepted.
  - Technology during exams: is only accepted with discussion and permission from the instructor.
  - Technology in emergencies: is accepted.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

**ATTENDANCE POLICY:**

**Over view of attendance:** Regular and punctual attendance is expected. If you miss class, it is your responsibility to contact the instructor. Students may miss one class session (no longer than three clock hours for fall & spring, 4.5 clock hours for the summer) without penalty. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling faculty explaining the extenuating circumstances for the second absence. The faculty will then discuss the letter in a meeting and *decide* if the letter grade will drop will occur or if the student is excused from that action.

Entering the classroom after class has begun is disruptive to the learning environment. Three late arrivals of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.

**LATE ASSIGNMENT POLICY:**

All course work is due on the date specified. It is your responsibility to be aware of due dates. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance. The student can expect a grade reduction.

**COURSE EXPECTATIONS PROFESSIONALISM POLICY:**

Students are expected to attend all classes and are accountable for assignments and all materials covered. It is my policy that course grades *may be* reduced up to 15% for poor professionalism such as: tardiness at beginning of class and after official breaks, unprofessional conduct such as disrespect towards instructor or peers (including online), excessive talking while instruction or demonstrations are occurring, leaving early, ringing of cell phone, computer usage not related to course material, lewd attire, and missed demonstrations. Students are also expected to participate in all class activities, discussions, and demonstrations. I reserve the right to discuss your situation with the program faculty.

***Several netiquette guidelines are listed below:***

**Sentence Capitalization:**

- Typing in all caps is considered screaming.

Example: **MONDAY WILL BE A LONG DAY!**

- Various studies have concluded that typing in all caps takes longer and is more difficult to read.
- Recipients/readers may think you are overly excited.

**Leaving the subject field blank:**

- Always fill in the subject with a concise statement describing the email.
- Do not use all caps or put in phrases such as "Help," or "Hi".
- Failure to follow netiquette guidelines when filling in the subject line of an email may result in your correspondence being discarded as spam.

**Colored text:**

- Use colors sparingly in your emails – whether it is text or fill colors.
- Certain colors can make emails difficult to read.

**Return receipt request:**

- Allows you to track when the recipient opens your email – you should use this email feature sparingly.
- Can be very annoying to the recipient of the email.

**Grammar and spelling check:**

- Proofread email for errors
- Capitalize your sentences and use appropriate punctuation.
- Refrain from using multiple !!!!!!! or ????????

**VISITORS IN THE CLASSROOM:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.



## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

## Appendix A

- **Individual Presentation.** Choose one issue and present your issue through one theoretical lens. A large portion of your grade is based on how well you *integrate* the narrative and key theoretical concepts. No less than 10 slides, **no more than 20 minutes**.

### Personal Theory Presentation: Life Story Assignment

Knowledge of theories is crucial to the counselor, not only as a tool for understanding your client, but as a means to understanding yourself. Conceptualizing a client's issue requires time, attention, effort, and experience. The purpose of this presentation is to begin this process of exploration and integration in order to **articulate your own personal theoretical orientation to counseling**. Draw on your readings and personal reflections (from journaling and class discussions). Choose one theory.

Explain why this approach “fits” for you as a counselor and discuss how you would apply your theoretical orientation to potential client problems (using an example taken from your own life story). **This assignment is more than a summary of the theory; you are expected to integrate pieces of your own life story to fit into theoretical concepts being explained.** At home, you will need to interpret and reinterpret your own life story particularly as it relates to theoretical constructs of the theory you are choosing to present on. Your selected theory will act as a lens to apply to, or make sense of, selected aspects of your life story. Of course, you determine what aspects of your life you feel comfortable sharing with the class.

### Part I

The autobiographical part of your assignment will begin with a brief introduction that includes a description of where you are from and how you came to decide to become a counselor (or someone with a professional interest in counseling). *(In the past some students have chosen to bring in family pictures, a piece of music, collage, personal artifacts to enhance their presentation).* Discuss results from your theory sorter, your top rankings and how you came to narrow it down to one. State your theory choice.

### Part II

The rest of the autobiography should be your responses to the following questions (you may pick and choose from the list below):

- ☞ What are humans born with? (structure/function of the psyche).
- ☞ How do we develop problems, challenges, or ineffective functioning? What role does environment play in mental illness?
- ☞ Are humans able to change; if so, how does change occur in counseling? Are there specific strategies or skills that will help the client overcome?
- ☞ What is the counselor's role in session?
- ☞ How will you know when a client is improving? What will be there experience in session?

- ❖ Some students have found it helpful to print and layout the power points by heading and then layout/structure your life story accordingly.

### Part III

Create a treatment plan for yourself/issue. Must contain one goal, one objective and more than one intervention. Must contain theoretical language.

Grading Rubric

Oral presentation (prepared, organized, clear flow)	25	
Discussion of key concepts of one chosen theory	100	
Treatment plan (theory based language)	25	
Integrated of personal issue and theory, clearly blended not separate	50	
Total possible points:	200	

**The Purpose of this assignment** is to demonstrate that you are able to conceptualize a client's issue through a theoretical lens, as well as apply knowledge to treatment and interventions associated with that theory. **Content of Assessment is used to evaluate** CACREP 2.F.5.c; 2.F.5.h.; 2.F.5.j

### Scoring:

#### Novice (70%) or score of 140

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

#### Proficient (80%) or score of 160

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

#### Master (90%) or score of 180

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

## Appendix B Discussion Forums

- **Discussion Forums.** Your responses should include (1) your own reflections and ideas (I do not give grades for work that is unbecoming of a graduate student), (2) insightful responses to other peer responses, (3) attempts to create a flowing discussion with other students in the class, (4) please be respectful of your peers and be courteous and thoughtful when responding, (5) and be thorough in addressing the topic – as well as integrate information from readings. Abbreviations are not helpful, please spell out all words.
- Because discussion forums are one way for me to measure attendance, you may NOT opt out of doing a forum discussion. Each forum that you do not participate in is considered an absence. Two “0” grade entries under the forum discussion count as 2 absences and equate to a letter grade drop.
- Each discussion board is due the Sunday ending the focus week at 11:59 pm. No late assignments.

### Grading Rubric

Demonstrates knowledge of professional roles, Responsibilities and strategies of helping	10	
Responded to other members of the group	10	
Tied their response to the lecture, text or other Class activity	5	
Total possible points:	25	

**The Purpose of this assignment** is to demonstrate that you have knowledge of counselor characteristics and behaviors that impact the helping process. **Content of Assessment is used to evaluate** CACREP 2.F.5.c; 2.F.5.b

### Scoring:

#### Novice (70%) or score of 17.5

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

#### Proficient (80%) or score of 22.5

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

#### Master (90%) or score of 180

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

## Appendix C

### Cognitive Song Contest

Students are instructed to find a song that has examples of cognitive distortions in it, bring in the lyrics, copies for myself and the class. Identify which distortions the lyrics exemplify (using the list of Burn's cognitive distortions-handout on blackboard). Students will access and present their song, pointing out the lyrics they recognize as cognitive distortions.

Burns, D. (1980). *Feeling good: The new mood therapy*. New York:NY. HarperCollins

#### Grading Rubric

Introduce the type of client the author of the distortions may represent (eg., teenager with depression, client who just went through a breakup)	5	
Labeled distortions using Burn's list of cognitive distortions	25	
Discuss how distortions may be linked to certain feelings	20	
Class handouts with song lyrics and identified distortions	50	
Total possible points:	100	

**The Purpose of this assignment** is to demonstrate that you can demonstrate accurate application of theory and its procedure and techniques. **Content of Assessment is used to evaluate** CACREP 2.F.5.d.

#### Scoring:

##### Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

##### Proficient (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

##### Master (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

## Appendix D

### Exam

The exam is comprehensive over the chapters covered prior to the exam. It is the student's responsibility to keep up with reading and class materials.

To be successful in the exam, students are expected to have and understanding of: each theoretical model and their respective techniques as well as be able to conceptualize how they aid in helping. Key concepts and terms may be discussed in a way that is more about grasping the idea than memorizing the definition. With this in mind, students are encouraged not to memorize the information but rather make a concerted effort to fully grasp an understanding of its meaning and application.

**The Purpose of this assignment** is to determine whether you can demonstrate accurate application of theories of personality development at all developmental levels. *Content of Assessment is used to evaluate* CACREP 2.F.5.c; 5.F.1.b; 2.F.5.j.

#### **Scoring:**

##### Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

##### Proficient (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

##### Master (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

## Appendix E

### Group Existential Assignment

#### Grading Rubric

Clarity of goal (construct mentioned early)	25	
Construct was well defined	25	
Construct exemplified by examples in the movie	25	
Each member participated and the group kept to the time limit of 20-30 minutes	25	
Total possible	100	
points:		

**The Purpose of this assignment** is to demonstrate that you can demonstrate accurate application of theory and its procedure and techniques. *Content of Assessment is used to evaluate* CACREP 2.F.5.d; 2.F.5.i

#### Scoring:

##### Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

##### Proficient (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

##### Master (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.